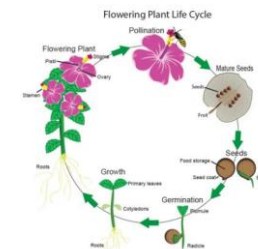




Science Progression of Skills

Year 3



Year 3 National Curriculum Objectives for Science: Children will be taught to:

Year 3 Working Scientifically

Pupils will be taught to use the following practical scientific methods, processes and skills:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and simple fair tests.
- Begin to make systematic and careful observations and, begin to take measurements using standard units, using a range of equipment and data loggers.
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Eg: tally charts, simple tables, bar charts.
- recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations.
- using results to draw simple conclusions and recognise errors in scientific procedure.
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Programmes of Study

Animals including humans (Body Business)

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks (Marvellous Merseyside)

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

Light (Growing)

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.

	<p>Plants (Growing)</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Forces and Magnets (Taught discretely)</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing
Notes	
<u>Children Working Below</u>	<u>Children who are working above objectives listed above</u>